Introduction

This *Curriculum Companion* for physical education (PE) is designed to aid teachers in helping pupils to form a PE schema within their long-term memories. It also helps pupils to meet the milestones in *The Essentials Curriculum: Threshold Concepts for long-term memory* (available from Chris Quigley Education). *The Essentials Curriculum* follows a simple model:

- **breadth of study** – the aspects of PE pupils will study
- **threshold concepts** – the 'big ideas' in PE that pupils will explore through every topic (develop practical skills in order to participate, compete and lead a healthy lifestyle.)
- **milestones** – the goals pupils should reach to show that they are meeting the expectations of the curriculum.

Meeting the milestones

Milestones are the goals that pupils are aiming for. However, the route to the goals is not as simple as stating the goal. Pupils need a strong schema, based on knowledge, vocabulary and tasks, to meet the milestones.

This *Curriculum Companion* provides teachers with three elements to help pupils to meet the milestones:

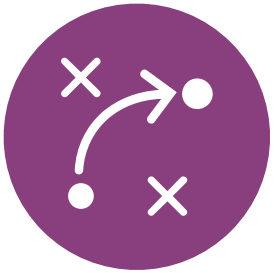
- the **knowledge** needed to build a PE schema (presented in various knowledge categories)
- the **vocabulary** needed to articulate an understanding of PE
- **POP tasks** (Proof of Progress).

In addition, to help with the leadership of the subject, this *Curriculum Companion* provides:

- an example subject policy
- questions to think about in preparation for school inspection
- a subject effectiveness report template.

Knowledge categories explained

Movement

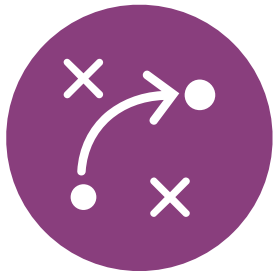


Tactics and strategy

Personal and social skills

Leadership

Healthy lifestyle



Tactics and strategy

Strategy: overall game plan

Tactics: quick adjustments performers make in the moment to solve problems encountered during a game

All aspects of physical education involve cognitive challenges, e.g. how to outwit opponents in games, create interesting sequences in gymnastics or work as a team to complete a challenge in outdoor and adventurous activities (OAA). Some examples of knowledge to include are:

- Using a variety of passes
- Moving into a space when in possession of the ball
- Moving into a space when not in possession of the ball, to create space for team mates
- Varying speed, direction and pathways
- Working in shared spaces collaboratively and competitively
- Making decisions on distance, direction and trajectory for accuracy
- Where to move to receive/throw an implement
- Preparation before receiving
- Action post sending
- How to attack
- How to defend
- Feinting or use of disguise
- Choreographing interesting sequences of movements through use of dynamics, levels and space
- How to generate solutions to a problem
- How to pace a race effectively
- The importance of streamlining in water

How to use this companion

We recommend this companion is used in the following way:

Choose the knowledge webs that you wish to use to build a PE schema

We recommend you re-visit the fundamental movement knowledge webs in all year groups so that movement becomes automatic. The other webs are age-specific and should be taught in the order presented in this *curriculum companion*. We also recommend re-visiting the same knowledge webs in both years of a milestone so that pupils have a chance to connect topics together.

Create activities to help pupils understand the knowledge in the knowledge webs

It is very important that the knowledge webs **are not** seen as a 'fact sheet' whereby, if pupils can recite the facts, they are judged to have learned something. Instead, teachers must use their professional expertise to create appropriate lessons to convey the knowledge.

Use the POP tasks to further strengthen the schema

To help create appropriate activities that prove pupils are forming a stronger schema, use the POP tasks as follows:

- basic – in the first year of a milestone
- advancing – in the second year of a milestone
- deep – in the second year of a milestone once pupils have a strong schema.

It is not intended that pupils move through the basic, advancing and deep POP tasks within the time-frame of one exploration of the topic.

Stability: walking the beam

Quick summary

This activity involves being able to walk along a narrow object while maintaining balance. This could start on a line on the floor and get progressively harder: walking along a bench, a low beam or a tyre path.

Movement

What it looks like

- Eyes focused on the bench or beam
- Arms used when necessary to help balance
- Movements are smooth and controlled
- Can move in different directions
- Stepping with one foot in front of the other

Trying it out

Space	Can you walk: • along a line in different directions? • in a small shape? • in a tall shape? • while changing shape?
Effort	Can you walk: • like a fairy? • like an elephant? • on your tiptoes? • slowly? • quickly?
Relationship	Can you walk: • and pick up an object? • and pass a partner without falling off? • while holding on to a long pole (or a pool noodle)? • while spinning a hoop on your arm?

Movement | **Tactics and strategy** | **Personal and social skills** | **Leadership** | **Healthy lifestyle**

POP tasks: Stability: walking the beam

Students will increase their understanding of this procedural knowledge by exploring:

	Basic	Advancing	Deep
 **Movement**	**Let's explore** • Demonstrate dynamic balance in a variety of ways, using the movement concepts of force, space and relationships.	**Toe the line** • Walk along the lines in the playground. Walk heel to toe, slowly. Go backwards too.	**Partner toe the line** Start opposite a partner on a line. Try out these challenges: • Walk to meet a partner, swivel around and walk back. • Walk to meet a partner and copy their movements for 30 seconds. • Put two beanbags on the line. Walk to the beanbag, pick it up then throw it to your partner, without dropping it. Do all of these without falling off the line.

Locomotion: dodging

Quick summary

Dodging involves quick, deceptive changes in direction to avoid or chase an opponent. Practise dodging by itself before you start using balls.

Movement

What it looks like

- Ready position: head up, low body position, bent knees and body leaning
- Plant one foot and quickly change direction (plant and go)
- Step/lean one way and go the other (feint)
- Smooth and quick movements
- Bend knees to stop
- Head and shoulder feint
- Can be done in all directions

Trying it out

Space	Can you dodge: • from a low level? • from a high level? • in different directions?
Effort	Can you dodge: • quickly? • slowly?
Relationship	Can you dodge: • a partner chasing you? • a ball coming towards you? • a partner coming towards you? • between cones? • while you run and kick a ball?

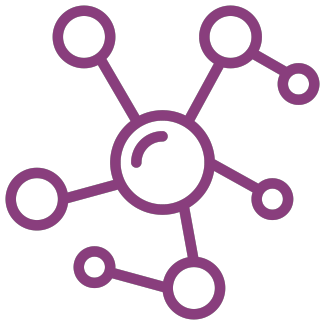
Movement | Tactics and strategy | Personal and social skills | Leadership | Healthy lifestyle

POP tasks: Locomotion: dodging

Students will increase their understanding of this procedural knowledge by exploring:

	Basic	Advancing	Deep
 **Movement**	**Let's explore** • Demonstrate dodging in a variety of ways, using the movement concepts of force, space and relationships.	**Me and my shadow** • Working with a partner, take turns leading and shadowing. The leader tries to get away from their shadow by dodging and changing direction. The shadow tries to keep as close as possible to the leader. Swap over frequently.	**Close the circle** • Players make a circle, leaving gaps between them that are big enough for a player to pass through. • One player (the tagger) starts inside the circle; another player starts outside the circle. The tagger tries to tag the player outside the circle by running through the gaps. Every time one of the two players weaves into or out of the circle, the gap closes behind them (the two players either side of the gap in the circle hold hands). Play for 1 minute then swap.

Striking and fielding: Mini tree ball



Quick summary

Mini tee ball is an introduction to baseball. The object of the game is for one team to defeat another by scoring more runs. They do this by attempting to score as many runs as they can during their innings and attempting to prevent the opposition scoring runs while fielding. Each member of the batting team who makes it round all bases scores a point for their team. (See 'How to play'.)

Movement

This activity requires the player to practise:

Body	• standing side on, with the weight on the back foot, then shifting your weight forwards as the ball moves towards you • striking with a complete straightening of the arms like a long arc – in a horizontal pattern • hitting and running	**Effort**	• hitting the ball with different amounts of force
Space	• hitting the ball at a variety of levels	**Relationships**	• combining complex tasks to get the bat into the right place to strike the ball

How to play: Mini tree ball

The object of the game is for one team to defeat the other by scoring more runs. They do this by attempting to score as many runs as they can during their innings and attempting to prevent the opposition scoring runs while fielding. Each member of the batting team who makes it round all bases scores a point for their team

Mini tee ball is played by two teams of five. (Need a diagram/photo here)

Batting

When batting, the ball is hit from a tee.

The batter can have three tries to hit the ball. If the batter misses the ball it is called a strike. Once the ball is hit, the batter tries to run around the three bases. He or she makes decisions about which base to go for depending on what is happening with the fielding team. He or she can run past first base but must touch the other bases.

A player is out when one of the following occurs:

The ball is hit and then caught without hitting the ground.

A player with the ball stands on the base before the running batter gets to the base.

A fielder with the ball tags a runner between the bases.

A player from the same team runs on to the base where the player is.

When a player is out, he or she doesn't score, but can carry on with the game.

An innings is complete when every member of the batting team has had a turn. (A time limit can be set.) Teams then swap over.

Fielding

Fielding positions are as follows:

The pitcher – does not pitch the ball but fields in the diamond area where most balls are hit.

The catcher – places the ball on the tee, catches the ball and tags runners running for home base.

Bases – first base, second base and third base positions – field in and around the area of their base and attempt to run out players running for their base.

Running bases

Once a throw is made, a runner can only run to the base he or she was going for (even if the catcher doesn’t catch the ball). This is an adaptation to the rules to reduce the pressure on the catcher.

If runners turn back towards a previous base, they must return to that base.

The game is won by the team with the greater number of points at the end of the game.

POP tasks: Striking and fielding: Mini tree ball

Students will increase their understanding of this knowledge by exploring:

	Basic	Advancing	Deep
	Perform with fluency the movement skills required in this game: Strikes a ball from a tee into a position of choice. Combine hitting and immediately running. Accelerate and decelerate quickly while running.	Run into the correct position to field a ball and catch it effectively from a variety of different levels and different amounts of force.	Combine the fundamental skills of chasing a ball, catching it effectively and then making the right tactical decision on what to do with the ball quickly.
	Make decisions on the best place to stand to cover the space before the batter strikes the ball.	Move into a position to back up/cover when a person on a base moves to catch the ball.	Move quickly into positions to back up bases when players are running. Communicate effectively with teammates.
	Explain a strategy to outwit opponents while playing this game.	When a fielder retrieves the ball, consider factors might influence the decision they make. Demonstrate quick thinking when retrieving a ball.	Devise a team strategy for both fielding and batting. During the game, take a time-out and discuss any tactics that may need to be changed. Cite evidence for the proposed changes.

Dance: composing a dance (based on a book)

Compose a dance using Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees. Look at the different animals and explore how they move. Choose four movements to work on and refine. You could include a whole-class section with one of the dance styles mentioned, e.g. rock and roll, waltz, Scottish reel.

Quick summary

Movement

This activity requires the player to practise:

Body	• Travel by moving like a variety of different animals, taking weight on various body parts • being still • remembering and repeating actions	**Effort**	• using varying amounts of force, e.g. stomping like an elephant, floating like a butterfly, grass swaying gently in the breeze • responding to music
Space	• using different directions and levels	**Relationships**	• working with a partner or small group

POP tasks: Dance: Composing a dance based on a book

Students will increase their understanding of this knowledge by exploring:

	Basic	Advancing	Deep
	Perform a variety of travelling skills. Demonstrate a range of jumps. Perform a range of turning movements. Demonstrate stillness in a variety of body	Combine actions to make a short dance phrase. Suggest where stillness could be used in a movement phrase. Try it out and discuss with a partner the impact of this. Tell a story without words, using a variety of hand gestures to represent ideas, e.g.	Create a bank of movement words, e.g. stagger, glide, meander, and use this to choreograph a short dance. Evaluate the impact of the different movements. Create a dance using different types of stillness, e.g. pause, hover, hesitate. (Use a stillness wordbank.) Evaluate the impact of your
	Perform basic movements responding to a range of stimuli, such as music, e.g. 'How does this music make you want to move?' or a picture, e.g. 'How does this picture make you feel? How would we put that into movement?'	Create a short dance showing how animals in the story might move, jump and turn.	Create a short dance which demonstrates the contrast between Gerald at the start of the book and Gerald at the end of the book.
	Describe how emotions can affect movement and let the audience know what the dance is about, e.g. 'How did Gerald move when he was sad?' Perform a movement three times, demonstrating a different emotion each	Create a short dance which demonstrates using emotion to communicate the feel of the dance, e.g. skipping and prancing, being light on your feet and showing that you have lots of energy, like Gerald when he is happy at the end of the book.	Create a short dance to demonstrate three different emotions. Justify the actions and movement concepts chosen.
	With a partner, perform a range of movements corresponding to the animals mentioned in the book. Practise and refine four of the movements.	With a partner, create and perform a short dance linking together some of the animal movements from the book. Try to demonstrate the different personalities of the animals.	Create and perform a dance with a small group to tell the story of Gerald. Evaluate the choices of actions and movement concepts used.
	Watch a video of two of the dances mentioned in Giraffes Can't Dance. Choose a favourite and describe how it makes you feel.	Watch a video of four of the dances mentioned in Giraffes Can't Dance. Discuss with a partner what you like about them. Describe how they make you feel.	Watch a video of the dances mentioned in Giraffes Can't Dance. Compare the different dances, choose your favourite and explain your choice to a partner.

Outdoor and adventurous: Counting cones

Quick summary

Twelve cones of four different colours are set out as shown in the diagram. This can be done over a large space outside. The activity consists of students, working in pairs, following a map, visiting six cones(controls), scoring points as they go. Many courses can be designed, with students visiting cones in different orders (see example maps). On the map, the start symbol is a triangle and the finish symbol is a double circle. Scores are added up as the students go around and are recorded on a control card/ recording sheet. Each pair completes several maps.
(The British Schools Orienteering Association – bsoa.org – has many resources for learning about basic orienteering.)

Movement

This activity requires the player to practise:

Body	• running over different terrains • running while carrying a map	**Effort**	• changing speed, depending on distance to be run
Space	• choosing the right directions	**Relationships**	• running alongside, behind or leading a partner

POP tasks: Outdoor and adventurous: Counting cones

Students will increase their understanding of this knowledge by exploring:

	Basic	Advancing	Deep
	Follow a simple map around the school yard or netball court. Follow a cone-orienteering activity from start to finish and complete a control card.	Follow a simple map around the school grounds. Design a cone-orienteering course, adding in some obstacles and drawing these on the map.	Follow a map (using symbols) around the school grounds. Design an orienteering course around your school grounds for others to use. Use basic orienteering symbols on your map.
	Discuss possible problems with a partner or a small group.	Suggest solutions to problems which may arise.	Plan contingencies for possible problems and support other members of the team to overcome challenges.
	Describe the equipment you would need to take with you on a visit to the local park.	Describe the equipment you would take with you to walk around a lake. Cite evidence for your choices.	How would you prepare for a walk in the Lake District fells? What would you take in your rucksack? Justify your choices.